

# What Kind of History-Related Knowledge Do Primary School Teachers Expect Their Pupils to Show?

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## **Abstract**

*This study was undertaken with the aim to identify the kind of knowledge which primary school teachers in Serbia expect their pupils to show related to the elements of history within the subject Social Environmental and Scientific Education (SESE). The data were acquired by analyzing the pedagogical documentation (373 tasks devised by teachers) and by observing 46 SESE classes devoted to elements of history. The findings show that no matter which technique of testing pupils' knowledge is applied, there is a notable predominance of demands on historical facts, rather than other forms of historical thinking, which appear only sporadically.*

**Key words:** *elements of history; historical thinking; SESE (Social Environmental and Scientific Education); testing knowledge.*

## **Introduction**

Evaluation of educational work results is a way to follow the changes in the behaviour and work of pupils, as well as the results of the entire pedagogical process. Evaluation represents not only the end of the teaching process, but also the starting point for the improvement of pupils' knowledge and the whole teaching process, including teachers' performance. The modern concept of evaluating pupils' achievement shifts the focus from the very curriculum and the assessment of pupils' mastery of the content taught to clearly defined learning outcomes, i.e. to the educational process itself and its results shown in the core knowledge and competencies which pupils are to gain within a certain educational cycle. Learning outcomes are formulated on the bases of "...what students should know and what they can do from the point of view of basic literacy within the given scientific discipline, i.e. school subject, as well as

from the point of view of competences gained for further learning and development of skills relevant for everyday life”<sup>1</sup> (Rychen & Salganik, according to Pešić, Blagdanić & Kartal, 2009, pg. 62).

Such tendencies have also been evident in Serbia recently within the SESE subject. Educational standards for this subject have been defined and adopted. They are supposed to help teachers plan and perform their work more effectively and should facilitate the evaluation of both pupils’ and teachers’ performance.

### ***Development of Historical Thinking in Teaching Social Environmental and Scientific Education***

Work on the development of historical thinking within the SESE subject teaching represents a segment which brings teaching closer to the essence of historical science and its specific methodology of establishing and estimating facts. That is why the development and fostering of historical thinking has become a key factor in the contemporary methodological strategy. It is also a way of working on the school content that will lead to the achievement of broader aims than just learning facts about certain periods, events and people from the past. The concept of historical thinking, as a form of critical thinking, is derived from the standpoint that thinking is not a universal category, but is rather subject-specific (Pešić, 2008); in our case this means that it is determined by the very nature of historical knowledge. Historical thinking refers to the content “...which is unique and unrepeatable as it happened in the past... and which cannot be directly observed, but only contemplated on, always on the basis of incomplete, never final and often uncertain data” (Pešikan-Avramović, 1996, p. 43).

Historical thinking is not only thinking about the past: it also includes contemplation on oneself in time (as a legatee of the past and a factor of the future), and the understanding of influences of the past on the present. Contemporary strategies of learning historical content in the UK and the USA are in line with this standpoint. A great number of authors (Weintraub, 2000; Andrews & Burke, 2007; von Heyking, 2004, etc.), and consequently the educational systems of the mentioned countries, recognize historical thinking not only as a unique process, but they emphasize different segments which point to the complexity of this phenomenon and represent the descriptors of its development. Taking into account certain differences present in the work of the mentioned authors, we have grouped the common categories of historical thinking in the following way:

- 1. Chronology and temporal relations;*
- 2. Knowledge and understanding of events, people and changes occurring in the past;*
- 3. Historical research – analysis and interpretation of the historical sources.*

The stated categories of historical thinking are only conditionally separated. They overlap and derive their content from other categories as well. “Knowing elicits

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<sup>1</sup> The quotes in this paper are the translations of the Serbian original made for the purpose of this paper, unless otherwise indicated.

explaining, which enables understanding that makes the foundation for interpreting, and learning completes the cycle. So, knowing, explaining, understanding and interpreting, make simultaneously a succession of separate tasks, a type of creative procedure and content of the effort to learn. Such overlapping turns knowledge into cognition” (Mitrović, 1991, pp. 174–175).

The key question is: Can historical thought be effectively worked on at this age, within the subject of *Social Environmental and Scientific Education*, or is it beyond the Zone of proximal development (Vigotski, 1983) of younger primary school-age pupils? Although historical thought is complex, gradually introducing pupils into the essence of scientific discipline, in our case history, represents a path towards understanding connections within the system being studied (Donaldson, 1998). Bruner (1988) points to the fact that if in teaching we strive to understand scientific content, then the intellectual work of a scientist and a pupil is very much alike, and it is only the degree of achievement that differs, not the kind of activity. The above stated indicates that pupils can be presented the elementary concepts of any teaching subject; it is only the matter of finding the adequate form, i.e. an adequate methodological approach. Although research on the development of historical thinking at younger primary school age is relatively scarce, there are findings (VanSledright, 2002) which show that it is exactly by means of adequate teaching strategies that even this age can be susceptible to various segments of historical thinking.

### ***Evaluating Pupils' Achievement Based on the Categories of Historical Thinking***

A number of countries (UK, USA...) apply evaluating historical knowledge on the basis of categories of historical thinking, with clear, operative and measurable learning outcomes and achievement levels. For each segment of historical thinking, there are defined levels of knowledge which pupils should achieve. Rather than in terms of the learning outcomes, it is the aims and tasks of a teaching subject, and the curricular instructions for following and assessing the work of pupils that have long served as the basic reference for Serbian teachers' evaluation of pupil achievement. Although the SESE subject curriculum in Serbia is not based on historical thinking, this document contains segments which refer to categories of historical thinking, albeit not systematically but rather sporadically. So, for example, temporal relations and chronology are explicitly mentioned in the third and fourth grades in five teaching units, whereas implicitly they appear in a larger number of units. When expressing chronology and temporal relations, one of the requirements is the mastery of a chronological sequence of events related to the pupil's or the country's past. Measuring the temporal distance between particular past events, or the distance between the past and present is not explicitly given in the curriculum, and periodisation comes down to the imprecise time determinants: *recent and distant past; once upon a time, not so long ago, the present time*, which certainly does not contribute to an easier understanding of temporal relations.

One of the first steps into introducing categories of historical thinking into the SESE subject teaching should, by all means, be their operationalisation in the form of clear and measurable levels of pupils' achievement. Before an institutional introduction of historical thinking, teachers could direct their pupils by asking questions starting with: *who, how, what, where, when, why, in which order..., if, find, explore, choose, compare, remember, tell, show, name, imagine, what if, what else*, etc. The questions, formulated in a number of ways, not only elicit historical thinking, but also improve oral and written expression as well as reading comprehension, and they enrich pupils' vocabulary, etc. In this way, pupils are required to systematically perceive historical data in a new way. New knowledge is, thus, acquired not only during instruction lessons, but also during revision lessons. What is to be insisted on in the revision lessons is linking the content being revised to both the past events and to the present time as well. This is a way to avoid focusing on factual knowledge, and to bring into focus the understanding of historical content. Thus, a system of historical concepts is developed and established.

## Methods

The requirements that a teacher places upon pupils when testing their knowledge are an expression of their didactical and methodological strategy and reflect the way in which they see the content being studied within a particular teaching subject. Therefore, the aim of the present research was to *analyze the ways pupils' knowledge is tested and assessed regarding the historical content within the SESE subject*. Thus formulated aim of the research was operationalized through the following research tasks:

1. To determine the presence of tasks referring to different categories of historical thinking in the process of pupils' knowledge testing;
2. To determine if there is a statistically significant correlation between the presence of tasks oriented to testing pupils' mastery of certain categories of historical thinking and the very testing techniques;
3. To determine the most common errors which appear in the question construction in the written tests.

In the research of the stated tasks, a descriptive method was used. The required data were gathered by means of the following research instruments:

- *class observation sheets* for the SESE lessons devoted to historical content;
- *the frequency table* for the analysis of teachers' pedagogical documentation (objective type tests with historical content).

**Research sample.** The data about the questions which teachers ask during oral testing were gathered during SESE observation lessons devoted to historical content. There were 46 observed lessons, out of which 30 were instruction lessons and 16 were revision lessons. The lessons were observed in nine schools on the territory of Belgrade, so both schools from the inner city and suburbs were included. The data

about the questions that pupils are asked in written tests were gathered from 38 written tests (altogether 373 items) created by teachers from the Republic of Serbia.

**Data processing.** Tasks about the past given to pupils were analysed both qualitatively and quantitatively. Within the quantitative analysis, the following statistical measures were applied: descriptive statistics (frequency and percentage) to present the basic statistical determiners and the  $\chi^2$  test to check the presence of significant correlation between the tasks belonging to a certain category of historical thinking and the applied technique of testing pupils' knowledge.

## Results and Discussion

### ***Presence of Tasks Referring to Different Categories of Historical Thinking***

This segment of work is based on the analysis of the questions that teachers ask during lessons in which historical content are revised – in oral and written test situations. In this way we wanted to learn what type of knowledge teachers require from their pupils during oral and written testing, i.e. whether they require only factual knowledge or knowledge which includes the development of other segments of historical thinking. The obtained results (Table 1) show that the greatest number of questions referred to the knowledge of historical facts (77.75%, i.e. 82.95% from the total of the given tasks). All other categories of historical thinking were present with less than ten percent. This result is in accordance with the teachers' attitudes about the significance of learning historical content in the lower grades of primary education, because teachers in Serbia consider teaching historical facts to be the most important aim of learning this content (Blagdanić, 2008).

**Table 1.** Presence of categories of historical thinking during pupils' knowledge evaluation

	Category of historical thinking	Frequencies and presence in percentages	
		Written testing	Oral testing
1.	Chronology and temporal relations	35 (9.38%)	7 (7.95%)
	Chronology and temporal relations (facts)	10 (2, 68%)	3 (3, 41%)
	Chronology and temporal relations (comprehension)	25 (6.70%)	4 (4.54%)
2.	Knowledge and the understanding of events, people and changes which occurred in the past	312 (83.65%)	75 (85.23%)
	Knowledge of historical facts about the events, people and changes which occurred in the past	290 (77.75%)	73 (82.95%)
	Understanding of the events, people and changes which occurred in the past	22 (5.90%)	2 (2.27%)
3.	Historical research – historical analysis and interpretation	18 (4.83%)	4 (4.54%)
	Combined tasks	8 (2.14%)	2 (2.27%)
TOTAL NUMBER OF TASKS		373	88

There is a great similarity in percentages in the presence of tasks when comparing written and oral testing within the same category of historical thinking. By calculating the  $\chi^2$  test values, we checked the existence of statistically significant correlation between the two variables – the presence of tasks which belong to a certain category of historical thinking and the applied technique of testing pupils' knowledge (Table 2).

**Table 2.** Correlation between tasks referring to different categories of historical thinking and the testing techniques

Category of historical thinking	Written testing		Oral testing		Total	
	f	%	f	%	f	%
Chronology and temporal relations	35	<b>83.3%</b>	7	<b>16.7%</b>	42	<b>100.0%</b>
Knowledge and understanding of the events, people and changes which occurred in the past	312	<b>80.6%</b>	75	<b>19.4%</b>	387	<b>100.0%</b>
Historical research – historical analysis and interpretation	8	<b>80.0%</b>	2	<b>20.0%</b>	10	<b>100.0%</b>
<i>Total</i>	355	<b>80.9%</b>	84	<b>19.1%</b>	439	<b>100.0%</b>

$\chi^2=0.185$ ;  $df=2$ ;  $p=0.912$ ; Yates'  $\chi^2=0.158$ ;  $p=0.924$

The Chi-square test (with Yates' continuity correction) did not show a significant correlation between the tasks referring to different categories of historical thinking and the (written or oral) testing techniques,  $\chi^2=0.16$ ,  $p=0.92$ . Therefore, the knowledge testing technique in itself does not influence the choice of questions to be asked, nor do teachers consider questions belonging to a certain category of historical thinking more suitable for either of the testing techniques. Further below, we shall analyse in more detail tasks within each category of historical thinking.

**Chronology and temporal relations.** The mastery of this segment of historical thinking represents one of the preconditions for learning historical content. Considering the fact that teachers themselves had recognized this category of historical thinking as very important for understanding this content (Blagdanić, 2011), our assumption was that the tasks from this category would be more frequently applied when testing pupils' knowledge. We also expected that the tasks would not only be based on time-lasting determiners, but would rather be put into a historical context (for example: How many world wars were there in the 20<sup>th</sup> century? The first man stepped on the Moon in 1969. This means that the first time a man was on the Moon was in the \_\_\_ century, and that \_\_\_\_\_ decades have passed since then). Looking at Table 1, we can see that teachers rarely asked questions which examine this segment of historical thinking: 35 questions or only 9.38% in the written tests and 7 questions or 7.79% during oral testing.

For the purpose of a more in-depth analysis, a difference was established between the tasks which test knowledge of facts related to temporal categories and tasks which require comprehension of the chronology and temporal relations in the

historical context. The tasks which serve the purpose of testing factual knowledge most frequently appear as questions about the duration of temporal determinants. There were ten such questions (out of the total of 35 from this category) in written tests, and three (out of the total of 7) in oral tests. These questions are a precondition, but not an essential indicator of pupils' mastery of this category of historical thinking. The answers to these questions show knowledge of certain facts, but not necessarily a comprehension of these facts in concrete situations. In *Table 1*, this category is named *Chronology and temporal relations (facts)*. Questions which much more clearly examine pupils' comprehension of chronology and temporal relations are the questions which require pupils to use correctly the facts about the duration of temporal determinants, the data presented on a time line or about the time when certain historical events occurred in different situations. These are some of the examples of such tasks:

- The year now is \_\_\_\_, this is the \_\_\_\_ century and the \_\_\_\_ millennium.
- The great ruler Stefan Nemanja started ruling in 1166, and tsar Uros, the last emperor of the Nemanjić dynasty died in 1371. So, Serbian states were ruled by the Nemanjić dynasty for \_\_\_\_\_ centuries.
- The First Serbian Uprising was in 1804. At the beginning of the 21<sup>st</sup> century the anniversary of this important event was celebrated. Which jubilee was celebrated then?

There were 25 such questions which were used to test pupils' knowledge of the chronology and temporal relations in written tests (which makes 6.70% of the total number of questions analyzed), and fewer in the oral test – 4 questions altogether (or 4.54% out of the total number of questions). What is to be stressed here is the fact that, proportionally, such questions referring to the chronology were present to a much greater extent in the tests for the third grade (ca. 30.22% out of the total number of tasks) than in the fourth grade tests, where questions of this type were unjustifiably scarcely applied (8.71% altogether). Most of them were questions which examined pupils' knowledge on historical facts. Another reason why there is no justification for such a small number of questions referring to the understanding of chronology and temporal relations in the fourth grade is the fact that four out of nine teaching units which refer to historical content in the fourth grade clearly stress the need for the recognition of chronological relations. Therefore, we want to emphasize again that without continual revisiting of the chronology and temporal relations, there can be no adequate understanding of historical content, as without chronology, history would be an orderless tale (Pekić, 2006).

***Knowledge and understanding of the events, people and changes which occurred in the past.*** This category of historical thinking can be divided into two subcategories: *Knowledge about historical facts related to the events, people and changes which occurred in the past* and *Comprehension of the events, people and changes which occurred in the past*. This is because, although basically referring to the same segment of historical

thinking and resulting from each other, they are qualitatively different. A closer insight into *Table 1* shows that this category is present in the vast majority of tasks – 312 of them or 83.65% in written tests and 75 tasks or 85.23% during oral testing. The subcategory referring to the knowledge of historical facts is far more dominant (77.75% and 82.95%) in comparison to the subcategory of the comprehension of the events, people and changes which occurred in the past (5.90% and 2.27%). It seems that teachers consider tasks requiring factual knowledge to be crucial indicators of pupils' knowledge of historical content. The majority of tasks which examine knowledge on historical facts were based on questions about the time and place of significant events in the past or historically important people. Here are several typical examples of such tasks:

- When did the Second World War start in our country?
- The Kosovo battle occurred in \_\_\_\_\_.

Most tasks belonging to this subcategory had the form of gap filling tasks and due to the inadequate use of this type of questions, unclear formulations appeared frequently (this is going to be discussed later).

The second subcategory – *Understanding the events, people and changes which occurred in the past* is present with much fewer tasks in comparison to the first one (altogether 5.90% in written and 2.27% in oral tests), which was partly expected, though not to such an extent. Solving these tasks requires pupils' factual foreknowledge, whereas their formulation requires teachers' solid knowledge of historical content, as well as good training and experience in preparing such tasks. These questions cannot be easily "pulled out" of the course book, but a teacher (and later pupils) must rather treat this content in a different way, putting the questions and answers into the context different from the one given in the course book. Here are two examples of such questions:

- What do both Stefan Prvovenčani and tsar Dušan have in common?
- Why is the retreat of Serbian military troops across Albania called "the march of death"?

The greatest number of such tasks in written tests is created as open type questions, which is logical, as pupils are most often required to provide detailed explanations. However, one can conclude that not all possibilities of this sub-category are sufficiently used. Some segments significant for understanding the past were not included in the questions at all. Hereby, we primarily refer to the tasks which examine to what extent the pupils are able to see the relation between the past and present; the causes of historical events are neglected and reduced to mere motives; insufficient emphasis is placed on the continuity of historical phenomena (the continuity of and changes in the state of Serbia), etc.

***Historical research – historical analysis and interpretation.*** Work on the analysis and interpretation of historical sources represents a segment about which primary teachers in Serbia do not have sufficient methodological knowledge, as such content is



only implicitly included in their curriculum and their professional and methodological literature. On the other hand, these segments are an unavoidable part if one wants to understand the logic and methodology of history as a science. Although, due to the nature of this segment and technical obstacles, it is somewhat easier to test pupils' achievement in this segment by means of oral testing (particularly in lower grades of primary schools), we believe that the part referring to historical sources can, at least partially, be examined in the form of test tasks. As expected, the analysis of the gathered data showed the smallest number of tasks referring to this category of historical thinking, regardless of the form of testing. We identified 18 questions in the written and 4 in the oral tests (4.83%, i.e. 4.54% out of the total number of questions). Basically, they referred to the factual knowledge of historical sources:

- What is the study of the past based on?
- What can be considered as a material source?
- Where are the remains of the past preserved?

Questions which require pupils to find certain facts in the given historical sources, or to choose the most appropriate source in a specific situation and the like were absolutely disregarded despite the fact that such requirements can be found among the aims and contents expressed in the SESE National Syllabus of Serbia and its requirements. In this respect, questions like these could have been asked:

- Name three historical sources which you could use if you wanted to learn something about the life of your great grandmother.
- Read carefully this part of the folk poem *Oj, Kozaro*.

*Oj, Kozaro, moja gusta šumo (Oh, Kozara, my dense forest)*

*U tebi je partizana puno. (There are so many partisans inside you.)*

*Koliko je na Kozari grana (There are so many branches in Kozara)*

*Još je više mladih partizana (And there are even more young partisans.)*

What historical event is described in this poem?

### ***The Most Frequent Errors in Formulating Questions in Objective Type Tests***

In the end, we want to point to the errors which we noticed in the formulation of tasks used to test the third and fourth grade pupils' knowledge. These errors are not only connected with the historical content, but can also be found in the tasks referring to other SESE content (Blagdanić, 2009). Such errors can result in the misunderstanding of tasks. Analysing 373 tasks which made part of the tests, we found 75 poorly formulated tasks, which, on average, means every fifth task. The tasks appearing during oral testing were not analyzed in this respect, as the teacher has an opportunity to clarify any misinterpretation of the question during the lesson, so in most cases these tasks do not remain unclear to pupils. The most frequent errors are placed under the following categories:

***Unclear (multi-meaning) questions*** (N=38). This problem most frequently appears in the tasks in which a sentence should be filled in with one or several words. Tasks

formulated in this way, if not clear enough, can confuse a pupil or can have more than one correct answer. Here are several examples of such unclear tasks of blank-fillers:

- \_\_\_\_\_ is for the leader of the First Serbian Uprising.
- The Čegar battle in \_\_\_\_\_ and the famous Serbian hero \_\_\_\_\_.
- The Kosovo battle occurred \_\_\_\_\_.

**General questions** (N=20). There are a great number of general questions which create a great problem not only for the pupils being tested, but also for the teachers in the process of their assessment. Pupils are not given clear explanations about how much they are supposed to write or what exactly is going to be assessed. The only indicator for pupils may be the number of lines left for the answer. Here are several examples of such questions:

- Describe the life now and then.
- What do you know about St Sava?

**Multiple questions in one** (N=14). These questions needlessly overload pupils and take a lot of time for providing the answers. They are most frequently in the form of essay type tasks. It is necessary to break them into several questions or change the form of the task. For example:

- What is a decade or a century, and what is a millennium?

**Trick questions** (N=3). These are questions with a mistake included, or “trick” questions. Although they are believed to be based not only on the reproduction, but also on the understanding of the content learned, they can confuse pupils in a way which prevents them from showing what they know. The examples of such questions are:

- What Serbian towns were bombed by atomic bombs?
- How many world wars were there in the 19<sup>th</sup> century?

## **Conclusion and Further Possibilities**

Gaining an insight into pupils’ achievement during a teaching process is not only useful for both pupils and teachers, but it also gives guidelines for future work. The results of the conducted research, particularly the predominance of factual knowledge required from pupils, show that there are no essential differences in the teachers’ methodological approach to different content (historical, geographical, biological...) in the subject of *Social Environmental and Scientific Education*. Particularities of historical content, its logic and methodology are insufficiently taken into account. The insufficient presence of the tasks requiring procedural knowledge is a common characteristic, regardless of the type of content in question (Blagdanić, 2009). A teacher who considers historical facts to be the primary aim of teaching will achieve limited results in the process of the development of historical thinking in pupils, unlike those teachers who use the same content to encourage pupils’ development of the following: a feeling for the historical time, an understanding of the continuity and changes as important characteristics of human development, critical approach to historical sources, research in teaching, etc.

Apart from the “classical” oral and written testing based on the question-answer principle, we want to emphasize the advantages of some other forms of testing pupils’ knowledge. These forms do not necessarily resemble classical tests, but they enable the development of all segments of historical thinking and checking the level of pupils’ achievement.

- *Rulers and events.* Pupils choose three most important rulers or events from a certain historical period, according to their own preferences. Then, they explain their choice, explaining the significance of the chosen rulers and placing them chronologically on a time line.
- *Newspaper front page.* After analyzing the structure of the front pages of different daily newspapers, pupils get the task of creating their own front page which reports on a historical event. It can be particularly useful if a class is divided into two groups of pupils who make the front-page from the perspective of different actors in the historical events. One of the tasks would be to create Serbian and Turkish newspapers about the events from Serbia at the time of the Second Serbian Uprising. Comparing the pupils’ papers, two different versions of the same event can be seen, and an understanding can be developed of the needs and wishes of the “opposite side”. The choice of the name of the newspapers, their price and currency offer possibilities for a deeper understanding of a certain historical period.
- *Picture-based sources.* Pupils are presented with a picture-based source witnessing a past event. Artistic pictures and photographs with scientific themes can serve this purpose. Upon observation, pupils should depict three facts that they have learned based on what they could see in the picture/photograph.
- *Guess the imagined person or event.* This activity can be realized during the systematization of historical content. A teacher prepares cards with some key events, people, locations, monuments, characteristic objects, etc. from a certain period. One of the pupils randomly pulls out a card so that its content cannot be seen by other pupils. They ask alternative questions and the pupil answers with ‘yes’ or ‘no’. The aim is for pupils to guess the historical notion presented on the card through a number of questions (for example, a maximum of 15 questions). Asking such questions and giving the answers requires making logical connections between the facts acquired and making conclusions based on the given data. Then pupils can be asked to put each card in the right place on the time line.

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# Kakvo znanje o prošlosti učitelji traže od svojih učenika?

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## **Sažetak**

Vrednovanje učeničkih znanja o povijesnim sadržajima utemeljeno na razvoju povijesnoga mišljenja pomiče fokus s učenja činjenica na ovladavanje proceduralnim znanjima. U suvremenim pristupima tim sadržajima učenje povijesnih činjenica samo je prvi korak u ostvarivanju znatno kompleksnijih ciljeva koji predstavljaju različite segmente povijesnoga mišljenja: ovladavanje vremenskim kategorijama i odnosima, razumijevanje uzročno-posljedičnih veza i povijesnoga konteksta, analizu povijesnih izvora i sl. U ovome su radu prikazani rezultati empirijskog istraživanja koje je provedeno s ciljem sagledavanja zahtjeva koje učitelji u Srbiji postavljaju pred učenike prilikom provjeravanja njihovih znanja o povijesnim sadržajima u nastavi Prirode i društva. Podaci su prikupljeni analizom pedagoške dokumentacije (373 zadatka koje se konstruirali učitelji) i promatranjem 46 sati Prirode i društva na kojima su realizirani povijesni sadržaji. Rezultati do kojih se došlo upućuju, bez obzira o kojoj tehnici provjeravanja znanja je riječ, na uvjerljivu dominaciju zahtjeva koji se odnose na znanje povijesnih činjenica, dok se ostale kategorije povijesnoga mišljenja tek mjestimično pojavljuju.

**Ključne riječi:** povijesno mišljenje; povijesni sadržaj; Priroda i društvo; provjeravanje znanja